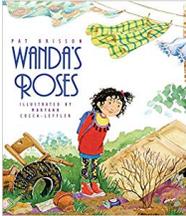


| Weekly Question: What is a community? | | | |
|---|--|---|--|
| <p>Texts</p>   | <p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: cultivate, identify, perspective Day 2: Introduce Weekly Words: contribution, observe, evidence Day 3: Vocabulary Review Day 4: Vocabulary Review Day 5: <i>no lesson; time used for Unit presentation and celebration</i></p> <hr/> <p>Text Talk</p> <p>Day 1: <i>Wanda's Roses</i>, Read 1 Day 2: <i>Wanda's Roses</i>, Read 2 Day 3: Synthesis of Unit Ideas Day 4: Reflecting on Classroom Agreements Day 5: Celebrating our Projects</p> <hr/> <p>Stations <i>On Day 3, the End of Unit Assessment is administered.</i></p> <p>Shared Reading: "Friends Together" Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Wanda's Roses</i>) Science Literacy: Draw and write about an experience with a storm. Vocabulary: Draw for Meaning with Week 7 words Word Work: Bonus Letter Word Sort, Sentences, Trick Word Memory</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: What Happens During a Storm? Lesson 2: Emergency Preparedness</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Finalizing and preparing projects for presentation. Studios, Writing, and Text Talk combined for Presentation and celebration on Day 5 Making Classroom Agreement posters</p> </td> </tr> </table> <hr/> <p>Writing: Personal Recount</p> <p>Day 1: Introduction to and Beginning Revising and Publishing Day 2: Revising and Publishing Day 3: Publishing Day 4: Post-Assessment Day 5: Presentation and Celebration</p> | <p>Science and Engineering</p> <p>Lesson 1: What Happens During a Storm? Lesson 2: Emergency Preparedness</p> | <p>Studios</p> <p>Finalizing and preparing projects for presentation. Studios, Writing, and Text Talk combined for Presentation and celebration on Day 5 Making Classroom Agreement posters</p> |
| <p>Science and Engineering</p> <p>Lesson 1: What Happens During a Storm? Lesson 2: Emergency Preparedness</p> | <p>Studios</p> <p>Finalizing and preparing projects for presentation. Studios, Writing, and Text Talk combined for Presentation and celebration on Day 5 Making Classroom Agreement posters</p> | | |

Unit 1: Building Strong Communities

WEEK 8 Days 1 & 2

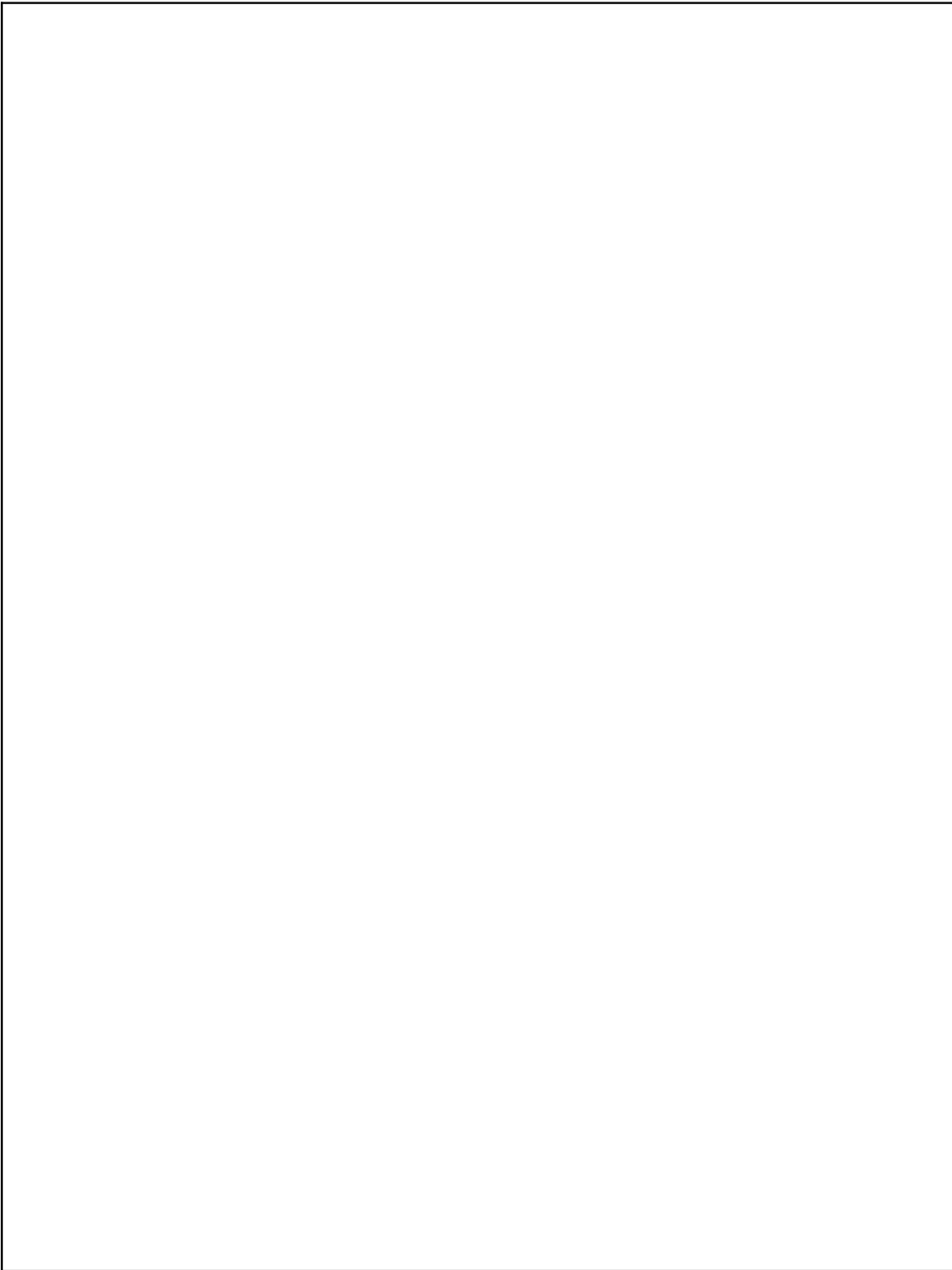
Vocabulary & Language
Weekly Words Routine

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| Weekly Question | What is a community? | | | | |
| Language Objective | I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c) | | | | |
| Vocabulary | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>cultivate: help to grow</p> <p>identify: to find out who someone is or what something is</p> <p>perspective: point of view, a way of seeing or thinking about something</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>contribution: something that is given with the goal of helping</p> <p>observe: to look at something closely</p> <p>evidence: something that shows us what is true or what exists</p> </td> </tr> </table> | Day 1 | <p>cultivate: help to grow</p> <p>identify: to find out who someone is or what something is</p> <p>perspective: point of view, a way of seeing or thinking about something</p> | Day 2 | <p>contribution: something that is given with the goal of helping</p> <p>observe: to look at something closely</p> <p>evidence: something that shows us what is true or what exists</p> |
| Day 1 | | | | | |
| <p>cultivate: help to grow</p> <p>identify: to find out who someone is or what something is</p> <p>perspective: point of view, a way of seeing or thinking about something</p> | | | | | |
| Day 2 | | | | | |
| <p>contribution: something that is given with the goal of helping</p> <p>observe: to look at something closely</p> <p>evidence: something that shows us what is true or what exists</p> | | | | | |
| Materials and Preparation | <ul style="list-style-type: none"> ● Week 8 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart.</p> | | | | |
| Opening Day 1 | <i>Today, we’re starting the last week of Unit 1: Building Strong Communities. These words come from the books that we read and the big ideas from our unit. Today’s words are cultivate, identify, and perspective.</i> | | | | |
| Day 2 | <i>Today we’ll continue learning our words for this week. Today’s words are contribution, observe, and evidence.</i> | | | | |
| Discussion | Follow the steps of the Weekly Words routine. Refer to the chart and | | | | |

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| <p>Day 1</p> | <p>explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>Cultivate Elaboration: <i>I cultivate a garden: I plant seeds and then make sure my plants have everything they need to grow. I can also cultivate learning in this classroom by making it a healthy place for you all to try new things.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a place where we could cultivate a school garden?</i></p> <hr/> <p>Identify Elaboration: <i>To identify things around us, we look at them and decide what they are.</i></p> <p>Think, Pair, Share prompt: <i>Look around the classroom and identify three things that are the same color.</i></p> <hr/> <p>Perspective Elaboration: <i>Each of us has different experiences, and this gives us different perspectives—ways of seeing or thinking—about things that happen in our communities.</i></p> <p>Think, Pair, Share prompt: <i>Some people have a perspective that healthy communities are made of people who are mostly the same as each other. Other people have a perspective that healthy communities are made of lots of different kinds of people. Which is your perspective?</i></p> |
| <p>Day 2</p> | <p>Contribution Elaboration: <i>It's important to me to make a contribution to my community, because then I know I am helping others and making our community stronger.</i></p> <p>Think, Pair, Share prompt: <i>What contributions do you make to our classroom community?</i></p> <hr/> <p>Observe Elaboration: <i>You have been observing the weather every week to understand something important about our world.</i></p> |

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| | <p>Think, Pair, Share prompt: <i>What is something else that you like to observe?</i></p> <hr/> <p>Evidence Elaboration: <i>When you talk about the weather, you use evidence—information about clouds and temperature, for example—to explain your thinking. This evidence helps us to be sure about the things that we see and believe.</i></p> <p>Think, Pair, Share prompt: <i>If we found a backpack on the playground and wanted to find out whose backpack it was, what evidence might we use?</i></p> |
| Closing | <i>We've learned so many new words so far this year! I hear you using these new words, and when we know more words, we become better readers and writers.</i> |
| Standards | <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| Ongoing assessment | <p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p> |

Notes





cultivate

<https://news.missouri.edu/2013/learning-by-growing/>



identify

<https://www.edutopia.org/article/getting-kids-outdoors-technology>

Weekly Words U1 W8

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



perspective

<http://mylittlegolfers.com/a-childs-perspective-first-golf-journey/#.XNxbltNKjOQ>



contribution

<https://www.oregister.com/2017/06/05/for-donating-books-to-children-in-africa-protecting->

Weekly Words U1 W8

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



observe

<https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding>



evidence

<https://kidskunst.info/24/06571-child-detective.htm>

Weekly Words U1 W8

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Weekly Words U1 W8

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Unit 1: Building Strong Communities

WEEK 8 Days 3 & 4

Vocabulary & Language
Vocabulary Review

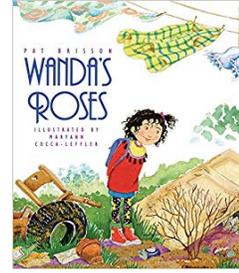
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| Weekly Question | What is a community? |
| Language Objective | I can act out the meanings of words. (L.4.1.a, L.4.1.b, L.4.1.c) I can connect words to my own real-life experiences. (L.5.1.c) |
| Vocabulary | In this lesson, teachers pull words from across the unit that need further exploration. See Materials and Preparation, below. |
| Materials and Preparation | Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review. <ul style="list-style-type: none">• Weekly Words cards pulled from previous weeks, as identified Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words. |
| Opening | <i>Today we’re going to look at some words we have seen before and that we’ve been using in our discussion and work. These are confusing words, so we’re going to review them again, and then we’ll act them out!</i> <i>The words we’ll review today are ...</i> |
| Discussion | Address one word at a time: Show the card, say the word, and review the definition. <i>When have we used this word in our study about building strong communities?</i> <i>How could you act out this word to show what it means? What</i> |

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| | <p><i>scene could you act out where this word would be important? You won't stand up and tell us what the word means, you'll show us.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas. Encourage them to think about scenarios involving more than one person, if appropriate for the word being addressed.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word. Ask the rest of the class if they have questions about what they saw.</p> <p><i>What did you see now that shows us what this word means?</i></p> <p>If the meaning remains unclear, ask another child or small group to act out the same word.</p> <p>Repeat this process for each of the words chosen for review.</p> |
| Closing | <p><i>What do you think about acting out words in order to understand them better?</i></p> |
| Standards | <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.4.1.b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| Ongoing assessment | <p>Note children's connections of words to previous experiences. On what do they draw to make meaning of new words and academic vocabulary?</p> <p>Watch how children enact words. Note how they respond to each other's interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?</p> |

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Unit 1: Building Strong Communities

WEEK 8 Day 1



Text Talk
Wanda's Roses
Read 1 of 2

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| Big Ideas | Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change. |
| Weekly Question | What is a community? |
| Content Objectives | Using key details, I can describe the author's message. (R.5.1.a) I can describe the ways that the story's characters act as good members of a community. (Civics & Government 1) |
| Language Objective | I can answer questions about a text read aloud. (SL.2.1.a) |
| SEL Objective (Boston) | I can recognize positive indicators of healthy relationships and problem-solving strategies in the story. (SR 3.1) |
| Vocabulary | lot: empty area of land thorny: covered in thorns, prickly bloom: become a full flower cultivate: help to grow |
| Materials and Preparation | <ul style="list-style-type: none">• <i>Wanda's Roses</i>, Pat Brisson Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, "One morning in May..." |

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| | <p>On the whiteboard, write:</p> <p>What are the ways that the characters in the story show they care about each other?</p> <p>What do you think the author is trying to teach us about what makes a community?</p> <p>Prepare the Weekly Question Chart with the question: What is a community?</p> |
| <p>Opening 1 minute</p> | <p><i>Today we will read Wanda’s Roses, by Pat Brisson. In this book, a girl named Wanda decides to cultivate, or help to grow, a bush that looks like a rose bush.</i></p> <p>Set a purpose for reading. <i>As we read today, we will gather key details in order to figure out what the author wants us to know about building community.</i></p> |
| <p>Text and Discussion 15 minutes</p> <p>page 4</p> | <p><i>A lot is an area of open land. Thorny means pointy and prickly. A flower in bloom is one that has grown and opened up.</i></p> |
| <p>page 7</p> | <p><i>Think, Pair, Share. What is Wanda excited about? What actions show her excitement?</i></p> <p>Elicit a few responses.</p> <p><i>What is Mrs. Turner’s response to Wanda’s idea? What do you think she means when she says “If that’s a rosebush, then I’m the queen of England?”</i></p> |
| <p>page 13</p> | <p><i>What are the ways Wanda helps her rosebush grow?</i></p> <p>Elicit a few responses.</p> <p><i>We know from other books we have read, like Chik Chak Shabbat, that neighbors can be part of a community. Let’s think about Wanda’s grown up neighbors. How do they respond to Wanda’s work with her rose bush? [They help, but they also express quietly that they don’t believe roses will grow.]</i></p> |
| <p>page 16</p> | <p><i>How does Mr. Sanchez respond to Wanda’s work?</i></p> |
| <p>page 20</p> | <p><i>What is Wanda’s idea about her rosebush? How does she decide to bring her neighbors together?</i></p> |
| <p>page 24</p> | <p><i>How do the neighbors respond to Wanda?</i></p> |

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| <p>Key Discussion 7 minutes</p> | <p>Think, Pair, Share.</p> <p>Prompt 1. <i>What are the ways that the characters in the story show they care about each other?</i></p> <p>Prompt 2. <i>What do you think the author is trying to teach us about what makes a community?</i></p> |
| <p>Closing 1 minute</p> | <p><i>Today we read Wanda’s Roses, thinking about the community in the story. Tomorrow we will look closely at the illustrations.</i></p> |
| <p>Weekly Question Chart 1 minute</p> | <p><i>This week we are exploring the question: What is a community?</i></p> <p><i>In Wanda’s Roses, the neighbors make up a community because they care about Wanda and each other. Let’s record this idea on our chart: Neighbors make up a community because they care about each other.</i></p> <p><i>We can add more to our chart during the week.</i></p> |
| <p>Standards</p> | <p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p>(Boston) SEL SR 3.1 Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one’s beliefs.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>What key details do children tell? How are children describing the ways the characters create a caring community?</p> |

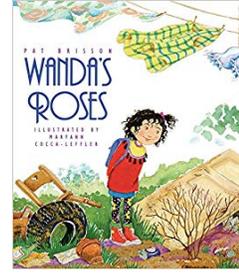
Notes



Text Talk U1 W8 D1

Unit 1: Building Strong Communities

WEEK 8 Day 2



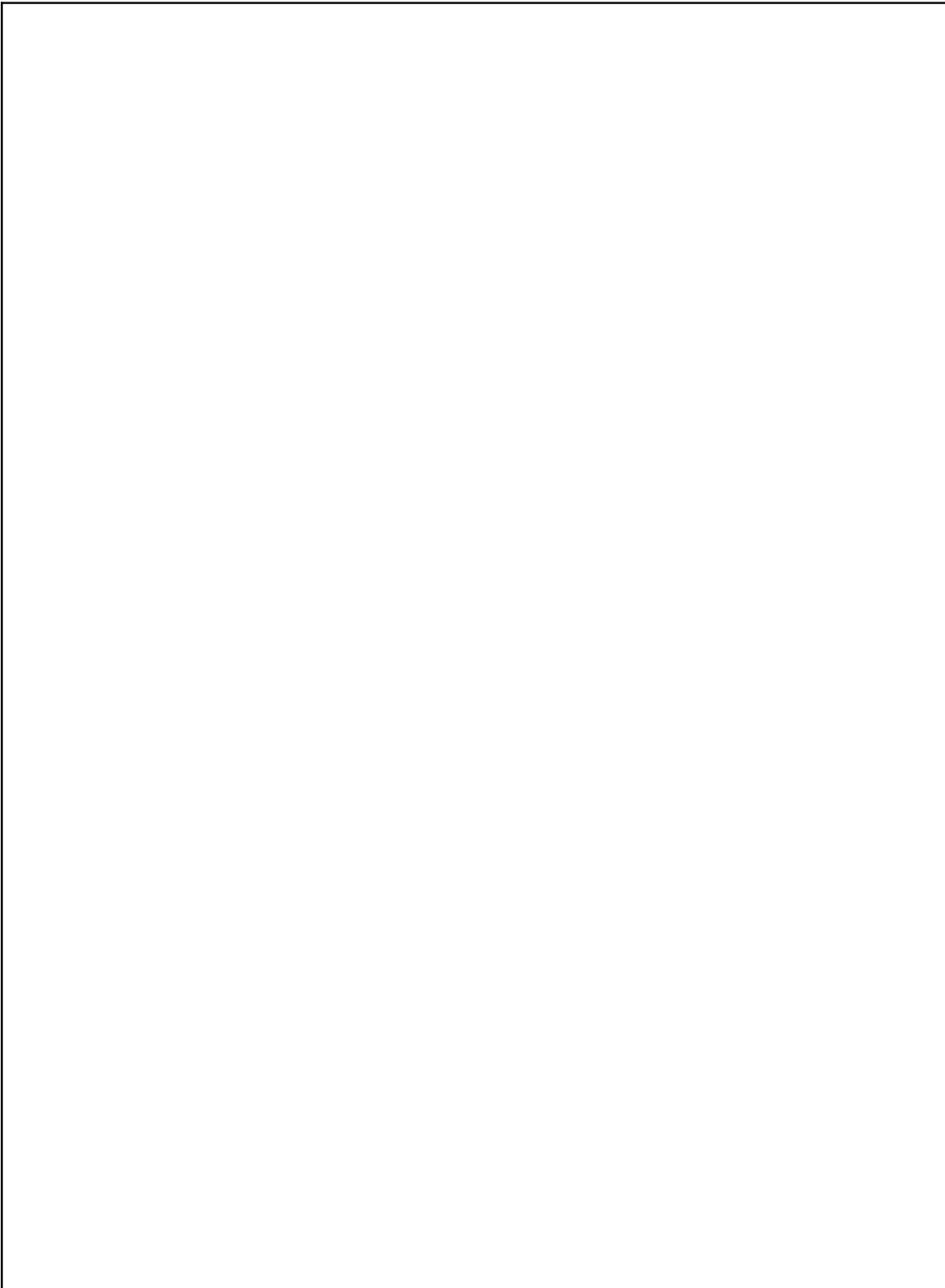
Text Talk
Wanda's Roses
 Read 2 of 2

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| Big Ideas | <p>Caring for each other builds community.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Weekly Question | What is a community? |
| Content Objective | I can use the illustrations and words in the story to describe the main character, Wanda, as a member of her community. (R.6.1.a, R.11.1.a, R.11.1.b, Civics & Government 1) |
| Language Objective | <p>I can listen to and speak with my classmates with care. (SL.1.1.a)</p> <p>I can build on the comments of others. (SL.1.1.b)</p> |
| SEL Objective (Boston) | I can relate to how the character is motivated to overcome obstacles and become a positive member of the community. (SM 2.1) |
| Vocabulary | <p>lot: empty area of land</p> <p>thorny: covered in thorns, prickly</p> <p>bloom: become a full flower</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Wanda's Roses</i>, Pat Brisson ● Sentence Frames for Discussion, Parts 1 and 2, from Week 6, Day 2 and Week 7, Day 3 <p>Decide whether to post all of the Sentence Frames for Discussion or a subset of these based on the strengths and needs of the class.</p> |

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| | <p>On the whiteboard, write:</p> <p>How does Wanda help her community?</p> <p>How can you contribute to your community in inspiring and positive ways?</p> |
| <p>Opening 1 minute</p> | <p><i>Today we will read Wanda’s Roses, by Pat Brisson, again.</i></p> <p>Set a purpose for reading. <i>As we read today, let’s use the illustrations and words to help us describe Wanda and how she contributes to her community.</i></p> |
| <p>Text and Discussion 13 minutes</p> <p>page 8</p> | <p><i>Let’s read this page closely and look carefully at the illustrations. What is Wanda doing? How do you think she feels while she is doing it?</i></p> <p><i>Think, Pair, Share. How is what Wanda is doing contributing to the community?</i></p> |
| <p>pages 11-12</p> | <p><i>How is the lot changing because of Wanda’s work? What details do you notice in the illustrations and words to make you say that?</i></p> <p>Elicit a few responses.</p> |
| <p>pages 13-15</p> | <p>Read the pages, then return to linger on the illustrations on pages 13, 14, and 15.</p> <p><i>What do you notice in the illustrations?</i></p> <p><i>From the illustrations, what can you tell about Wanda and her neighbors? Why is this important?</i></p> <p>Elicit a few responses.</p> |
| <p>pages 18-19</p> | <p><i>What does Wanda do that is surprising? How does her action contribute positively to her neighborhood?</i></p> |
| <p>pages 22-23</p> | <p><i>Look at the illustrations and think carefully about the words. What ways do you notice the neighbors coming together as a community? What was Wanda’s role in making this happen?</i></p> |
| <p>Key Discussion 10 minutes</p> | <p>Clarify illustrations and words, paging through the book slowly. <i>What kind of person is Wanda? What details from the text tell you that?</i></p> <p>Think, Pair, Share. <i>How does Wanda help her community?</i></p> <p>Next, arrange the class in such a way that they can have a group discussion, directing their comments to their classmates. The class will discuss a key question as a whole group, using the Sentence Frames for Discussion.</p> |

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| | <p>Before the lesson, decide whether to post all sentence frames or use a subset of these.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here.</i></p> <p>Read the chosen prompts.</p> <p><i>Our question for this discussion is: How can you contribute to your community in inspiring and positive ways?</i></p> <p>Engage the class in a group discussion. Take notes about how children are responding using the sentence frames.</p> |
| Closing 1 minute | <p><i>Wanda’s Roses gave us one example of the ways that people come together to inspire and support each other in a community.</i></p> |
| Standards | <p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>R.11.1.b Compare and contrast the experiences of characters in various texts.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p>(Boston) SEL SM 2.1. Motivate oneself to overcome obstacles and achieve personal and academic goals.</p> |
| Ongoing assessment | <p>Listen to children’s responses during whole group time and Think, Pair, Share. Take notes during the final discussion.</p> <p>How do children describe the main character, Wanda?</p> <p>How do children explain the ways people can contribute positively to their community?</p> |

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Unit 1: Building Strong Communities

WEEK 8 Day 3

Text Talk

Synthesis of Unit Ideas

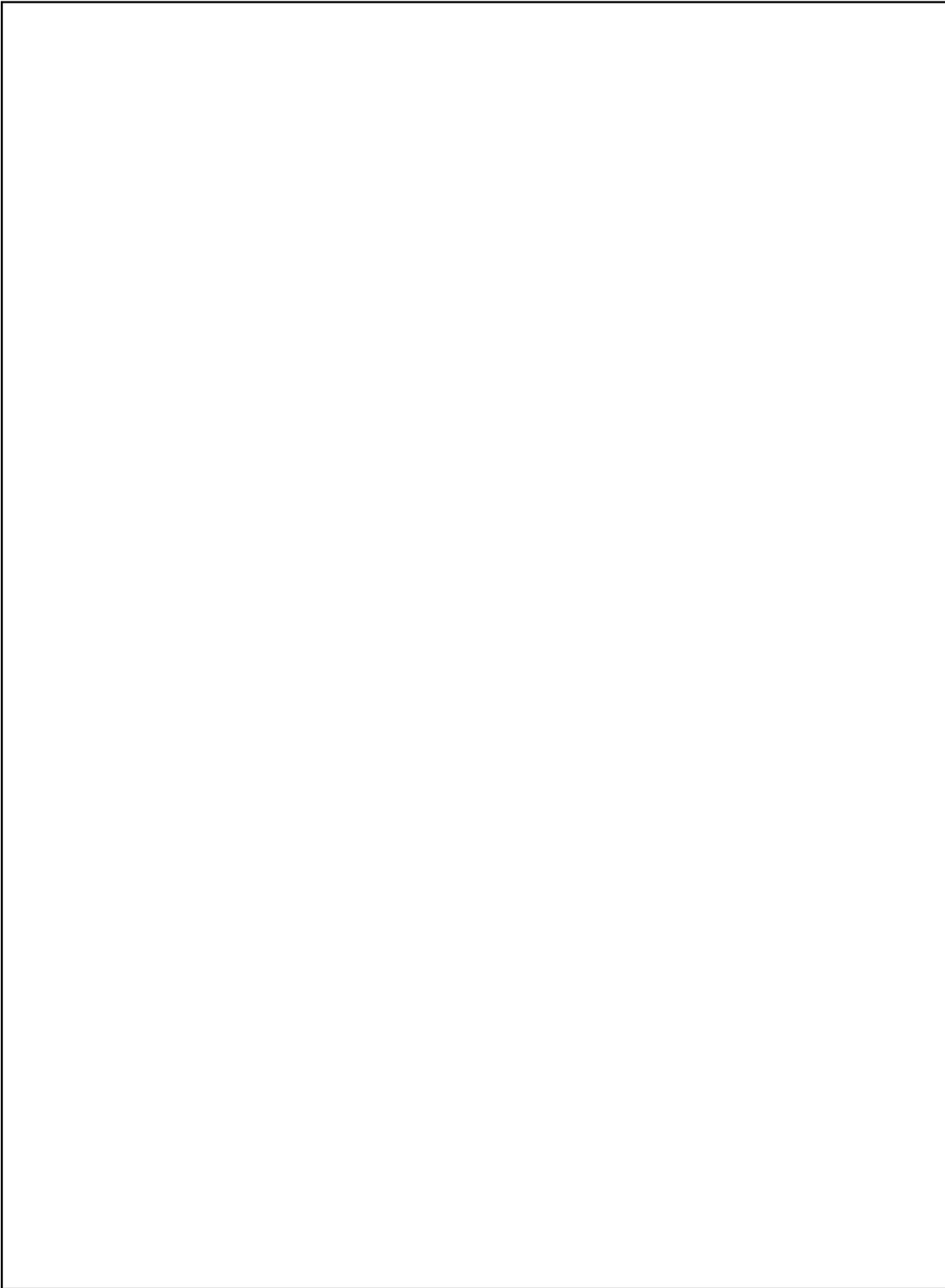
To review and wrap up Unit 1, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

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| Big Ideas | <p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Weekly Questions | All |
| Content Objective | I can describe connections among ideas and identify themes about community. (R.6.1.b, Civics & Government 1) |
| Language Objective | I can talk with my classmates about the ways we can build strong communities. (SL.1.1) |
| SEL Objective (Boston) | I can discuss my role as a positive member of my classroom community. (SA 5.1) |
| Materials and Preparation | <ul style="list-style-type: none">• Weekly Question charts from Weeks 6-8• Building Strong Communities Chart from Week 5• highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Building Strong Communities Chart.</p> <p>On the whiteboard, write:</p> |

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| | <p>What stands out to you? How can we build strong communities?</p> |
| <p>Opening 1 minute</p> | <p><i>We are at the end of our first unit of study, Building Strong Communities. Each week since the beginning of the school year, we have considered a Weekly Question and gathered our ideas in a Weekly Question Chart. We have already noticed some patterns and recorded some big ideas on our Building Strong Communities Chart. I have read over our charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. We will go back to our Building Strong Communities Chart and add to it.</i></p> |
| <p>Weekly Question Chart 2 minutes</p> | <p><i>First let's read the Weekly Question Chart for Week 8.</i> Quickly note 1-2 essential ideas.</p> |
| <p>Text and Discussion 17 minutes</p> | <p><i>We've been thinking about communities for 8 weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i> Read the highlighted ideas on each Weekly Question Chart for Weeks 6-8.</p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about people in communities working together to plant trees or make art. That makes me think: When people work together to add something to the area—like art or trees—they build stronger communities. I am going to write that sentence in a box on our chart. When people work together to add something to the area, they build stronger communities.</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas from Weeks 1-8 on the Building Strong Communities Chart.</p> <p>Think, Pair, Share. Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do you think we can build strong communities?</i></p> |
| <p>Closing 5 minutes</p> | <p>Close the session by summarizing the conversation. Make connections to the class project.</p> |

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| | <p>Have a discussion about how children can be positive members of the classroom community.</p> |
| <p>Standards</p> | <p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p>SEL SA 5.1 (Boston) Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> |
| <p>Ongoing assessment</p> | <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p> |

Notes



Unit 1: Building Strong Communities

WEEK 8 Day 4

Text Talk
Reflecting on Classroom Agreements

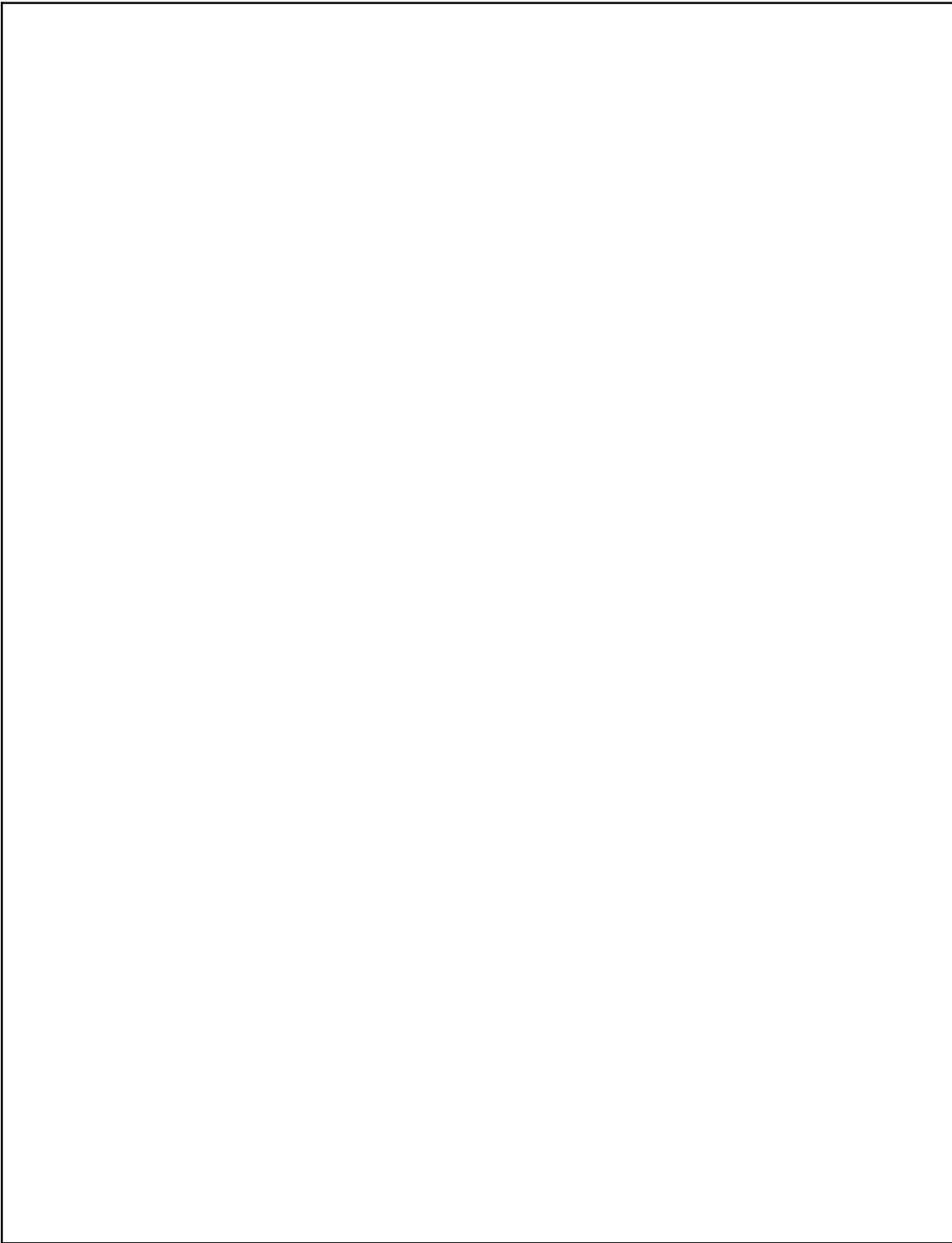
| | |
|----------------------------------|--|
| Big Ideas | People belong to communities. Everyone has a role. Caring for each other builds community. |
| Weekly Question | What is a community? |
| Content Objective | I can discuss how our classroom agreements help us create a strong learning community. (Civics & Government 1) |
| Language Objective | I can describe a time when a classroom agreement was important in making our community work well. (SL.3.1.a) |
| SEL Objective (Boston) | I can interact and work positively as a member of our classroom community. (SR 2.1) |
| Vocabulary | rule: a statement about what is or isn't allowed agreement: something that two or more people decide is true community: a group of people |
| Materials and Preparation | <ul style="list-style-type: none">• Agreements chart, from Week 2, Day 5 Review the agreements. Consider how they have been accessed and used by the classroom community over the course of the unit.• markers• crayons, one crayon for each child and two of each color, for the Matching Crayons routine |
| Opening 3 minutes | <i>Way back at the beginning of the school year, we made a list of agreements to help build our classroom community.</i> Set a purpose for the lesson. <i>Today we'll look again at the agreements and talk about when we have used them. We might find that they are just right for building a</i> |

Text Talk U1 W8 D4

| | |
|--|--|
| | <p><i>strong classroom community, and we might find that there's an agreement we'd like to add.</i></p> <p><i>We're going to use a new routine today called Matching Crayons, and you'll talk to two or three different partners. [Determine the capacity of the group for multiple transitions and facilitate accordingly.] Changing partners might be tricky. There might be an agreement we use to do this well! [For example, an agreement may be something such as, Listen carefully when someone is speaking.]</i></p> |
| <p>Text and Key Discussion 20 minutes</p> | <p>Reread all of the classroom agreements.</p> <p>Distribute the crayons so that each child has a color pair somewhere in the group. Describe how the routine will work.</p> <p><i>You are going to stand up and find the other person in the room who has a crayon that matches yours. That's the first person you will talk to.</i></p> <p>Support children to move slowly around the room to find their partners.</p> <p>Reread the first agreement.</p> <p><i>Talk with your partner about a time when you used this agreement or saw someone else use it. Say why that agreement was important. Try to describe the situation exactly. You might begin, " _____ used this agreement when _____."</i></p> <p>Keeping children with the same partners, read the second agreement, and have children think again about when the agreement was used and why it was important.</p> <p>Draw the group's attention back together, and harvest a few ideas aloud.</p> <p><i>Now you'll find a new partner. See if you can find someone with a color that is close to yours, but not exactly the same. For example, I have orange, so I might partner up with someone who has red or yellow.</i></p> <p>Repeat this process for each agreement, sharing aloud and moving to new partners to the extent that the group can do so efficiently. (For a third round, direct children to find partners with colors that are very different from their own.)</p> <p>If, in reviewing agreements ahead of the lesson, a recurring problem was identified, take a moment to make an appropriate, related agreement.</p> <p><i>I have noticed that sometimes...</i></p> |

| | |
|-------------------------------------|---|
| | <p><i>Has anyone else noticed that? What agreement might we make now to address this in our community?</i></p> |
| <p>Closing 2 minutes</p> | <p><i>How do our agreements make our classroom community strong?</i> Allow children a moment to reflect on this question. <i>These agreements can make our community stronger because they mean everyone has a fair chance to learn and get what we need. We will use these agreements all year long!</i></p> <p><i>If you'd like to, you might choose to make a poster of one of the agreements during Studios.</i></p> |
| <p>Standards</p> | <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. SEL SR 2.1. Develop rewarding positive relationships and work collaboratively with others.</p> |
| <p>Ongoing assessment</p> | <p>During the whole class discussion, note how children connect the agreements to daily classroom activities. How do children understand that specific actions contribute to strengthening the classroom community?</p> <p>Note how children refer to, embrace, and, in some cases, struggle with the classroom agreements during the course of classroom activity. Use this information to assess social emotional learning and habits of work over time.</p> <p>Consider how the new routine, Matching Crayons, went, and plan to practice with any needed tweaks or reinforcement during an upcoming lesson.</p> |

| |
|---------------------|
| <p>Notes</p> |
|---------------------|



Text Talk U1 W8 D4

Unit 1: Building Strong Communities

WEEK 8 Day 5

Celebrating our Projects

The **Text Talk**, **Studios**, and **Writing** blocks are combined to accommodate a presentation and celebration of the Book Access Project and completion of Unit 1.

| | |
|----------------------------------|--|
| Big Ideas | <p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Unit Question | How do we build strong communities? |
| Materials and Preparation | <p>Based on the scope of the presentation and celebration planned in a given classroom, teachers may:</p> <ul style="list-style-type: none">● notify families, school community members, local librarians, and/or other first grade classes;● prepare and send child-made invitations;● post children’s work from throughout the unit, including Writing and Studios work;● help the children rehearse spoken presentations;● adjust the classroom schedule, in coordination with other school adults;● arrange images and texts from the unit for general viewing;● hang signs to explain work on the walls;● make the Building Strong Community chart and other charts available for viewing;● prepare a few words to welcome and thank visitors and to explain the learning and work of the unit. |
| Process | <p>Arrange the classroom so that artifacts of children’s learning are accessible for viewing and labeled to aid viewer understanding. Importantly, consider how to make visible and celebrate not only the final products but the process of learning throughout the unit.</p> |

Text Talk U1 W8 D5

Notes

WEEK 8

Stations

| End of Unit Assessment |
|---|
| <p>Materials</p> <ul style="list-style-type: none">• End of Unit Assessment Prompt• End of Unit Assessment Rubric and Exemplar |
| <p>Over the course of the previous seven weeks, children have had an opportunity to think together about the unit’s Big Ideas, develop their vocabulary, and engage with grade-level standards through discussion of complex text. In the assessment, they draw on their growing content and vocabulary knowledge and use reading comprehension skills to independently make meaning and demonstrate their understanding of a new text, <i>Wanda’s Roses</i>.</p> <p>In Week 8, children are introduced to <i>Wanda’s Roses</i> during Text Talk on Days 1 and 2, with discussion focused on key vocabulary and gist. They complete the End of Unit Assessment during Stations on Days 2 and 3, communicating their understanding through drawing and writing.</p> <p>Show the assessment slides and provide the printed images, with illustrations from <i>Wanda’s Roses</i>. Read the assessment prompt aloud.</p> <p><i>How do people in Wanda’s community support each other? Use details from the story and the illustration to support your ideas.</i></p> <p>Send the children to write.</p> <p><i>You can use the slides to listen and reread the text as much as you need to. Try to include some of our Weekly Words in your writing, and don’t forget to use details from the illustration and the story to support your ideas.</i></p> <p>Children may access resources posted around the classroom, especially the weekly words. As needed, facilitate the assessment in small groups or individually in order to hear emerging writers’ oral responses.</p> |

See reverse for Stations overview page.

| Station | Activities | Materials Writing tools at each station |
|--|---|--|
| Shared Reading | “Friends Together” | <ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer |
| Teacher Groups | Strategic small group instruction | <ul style="list-style-type: none"> ● as needed |
| Reading | Independent and Partner Reading | <ul style="list-style-type: none"> ● “Friends Together” ● individual book bags |
| Listening & Speaking | Talk, Draw, Talk | <ul style="list-style-type: none"> ● Week 8 image (community on stoop) ● Week 8 prompt ● sand timers ● drawing tools |
| | Listen and Respond: <i>Wanda’s Roses</i> | <ul style="list-style-type: none"> ● audio recording and technology ● <i>Wanda’s Roses</i> book ● <i>Wanda’s Roses</i> conversation prompts |
| Vocabulary | Draw for Meaning <i>donate, empathy, recycle, volunteer, charities, organization</i> | <ul style="list-style-type: none"> ● Week 7 Vocabulary Cards ● Draw for Meaning sheets |
| Science Literacy | Draw and write about an experience with a storm. | <ul style="list-style-type: none"> ● Week 8 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils |
| Word Work (align with phonics program) | Bonus Letter Word Sort | <ul style="list-style-type: none"> ● Bonus Letter Word Sort recording sheets and cards ● scissors ● Sort directions card |
| | Sentences | <ul style="list-style-type: none"> ● Sentences cut apart and placed in separate envelope, one set for each child ● Sentences recording sheets ● Sentences directions card |
| | Trick Word Memory | <ul style="list-style-type: none"> ● Week 8 Trick Word Memory cards ● scissors ● Memory directions card |

End of Unit Assessment Rubric

Unit 1 Prompt

How do the people in Wanda’s community support each other?
Use details from the story and the illustration to support your ideas.

Relevant Unit 1 Big Ideas

- Caring for each other builds community.
- When people in communities talk, work, play, and learn together, they can create positive change.

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard | | | |
|--|---|---|--|
| | 1 | 2 | 3 |
| Retells the story’s key details in response to the prompt. (RL.1.2) | Begins to retell the story but response veers from the prompt. | Retells key details of the story, but does not demonstrate full understanding in response to the prompt. | Retells the story’s key details and demonstrates understanding in response to the prompt. |
| Uses words and phrases acquired through the curriculum when responding to texts. (L.1.6) | Does not use vocabulary from the Grade 1 curriculum. | Uses at least 1 vocabulary word or phrase from the Grade 1 curriculum, but application is not appropriate to the context or prompt. | Uses at least 1 vocabulary word or phrase from the Grade 1 curriculum appropriately. |
| Demonstrates conceptual understanding and knowledge about the topic. (Civics 10) | Does not align response to unit big ideas. | Response aligns somewhat to unit big ideas. | Demonstrates conceptual understanding and knowledge about the unit’s big ideas. |
| With guidance, gathers information from both illustrations and words to respond in writing to a prompt. (W.1.8, RL.1.7) | Responds to the prompt without clear references to the illustrations and words of the text. | With significant guidance, uses one piece of information drawn from illustrations or words to respond to the prompt. The reference may be vague or unclear. | With guidance, includes at least one specific piece of information drawn from illustrations or words to respond to the prompt. |

Stations: End of Unit Assessment Rubric U1 W8 D3

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard | | | | |
|--|--|---|---|---|
| Conventions | 1 | 2 | 3 | 4 |
| Sentence Complexity L.1.1j | Includes frequent errors in usage; sentences are often difficult to understand. | Writes in clear, simple sentences and phrases. | Writes in complete simple and compound sentences. | Uses a variety of simple and compound sentences. |
| Capitalization L.1.2a | Uses upper case letters minimally or incorrectly. | Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | Makes no errors in capitalization. |
| Punctuation L.1.2b | Includes frequent errors in end punctuation, making the piece difficult to read. | Inconsistently uses end punctuation. | Correctly uses end punctuation. | Correctly uses commas and/or apostrophes, in addition to end punctuation. |
| Spelling L.1.2d L.1.2e | Includes severe errors in spelling that often obscure meaning. | Includes frequent errors in the spelling of grade-appropriate words. | Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically. | Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words. |

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.

Unit 1 Exemplar

Wanda's community made a rose garden. Some friends shared muffins. Some friends dug holes.

Stations: End of Unit Assessment Rubric U1 W8 D3

Name: _____ Date: _____

How do people in Wanda's community support each other?
Use details from the story and the illustration to support your ideas.

Illustrations from *Wanda's Roses* by Pat Brisson, illustrated by Maryann Cocca-Leffler



The night before the tea party everyone was very busy. And the next morning at nine, everyone was surprised to see Wanda's rosebush covered with roses—paper roses that Wanda had made herself and carefully tied to each bare, thorny branch.



But more surprising yet,

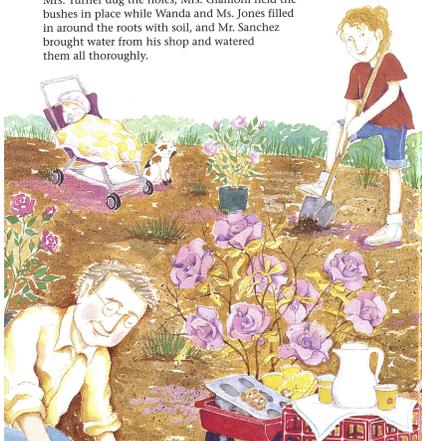
everyone who came to the party had brought along a rosebush to plant near



Wanda's (except Ms. Jones, who had brought delicious blueberry muffins).



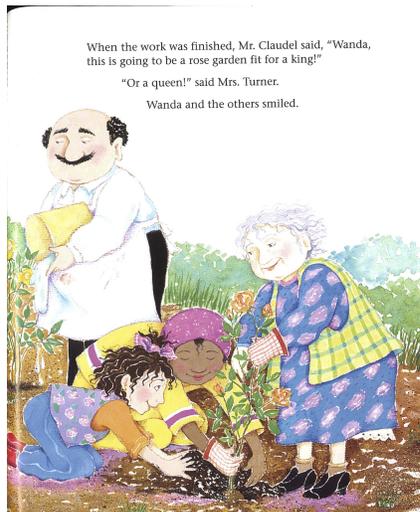
After they had eaten their muffins and drunk their tea, they all got busy planting rosebushes. Mr. Claudel and Mrs. Turner dug the holes, Mrs. Giamoni held the bushes in place while Wanda and Ms. Jones filled in around the roots with soil, and Mr. Sanchez brought water from his shop and watered them all thoroughly.



When the work was finished, Mr. Claudel said, "Wanda, this is going to be a rose garden fit for a king!"

"Or a queen!" said Mrs. Turner.

Wanda and the others smiled.



End of Unit Assessment: Unit 1 Prompt images

Unit 1: Building Strong Communities

WEEK 8

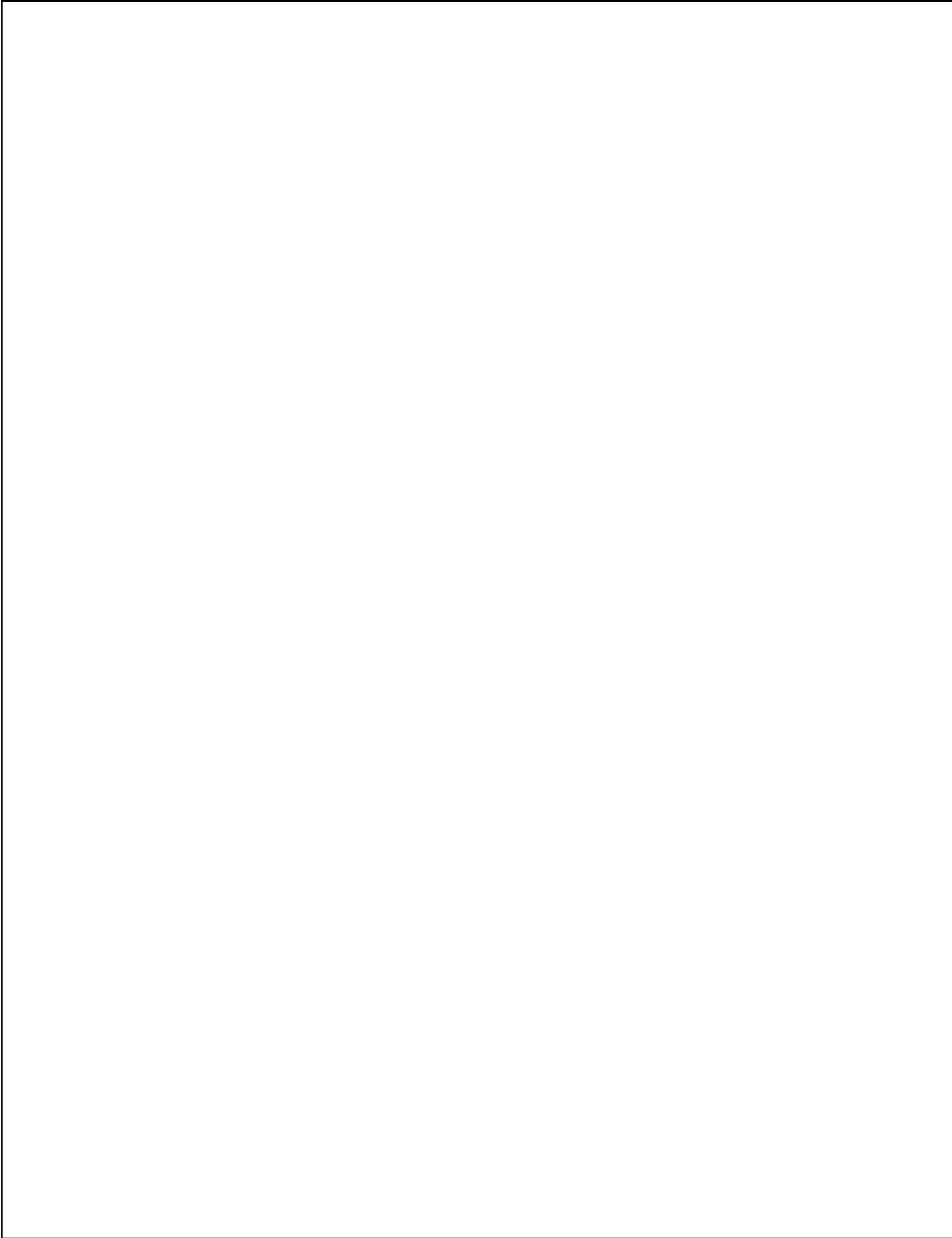
Shared Reading “Friends Together”

| | |
|--|---|
| Weekly Question | What is a community? |
| Materials and Preparation | <ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “Friends Together” slides● pointer● highlighter tape (optional) |
| Opening 1 min | <p><i>Our shared reading text this week is a song called “Friends Together.” You might know the tune already.</i></p> <p><i>Before we read and sing it we’ll practice identifying, blending, and segmenting sounds.</i></p> |
| Phonological Awareness 6 min | <p>Isolate and identify sounds. (Do not show the text.)</p> <p><i>What ending sound do you hear in “mess?”</i></p> <p><i>What ending sound do hear in “tell?”</i></p> <p><i>What vowel sound do you hear in both of those words?</i></p> <p>Blend sounds to make words.</p> <p><i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /t/... /o/... /s/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word? (toss)</i></p> |

| | |
|---|--|
| | <p><i>What vowel sound do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "fun" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds. /f/.../u/.../n/</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "together?" Let's say it and feel the chin drops. Now say and clap the word, then show me on your fingers the number of syllables.</i></p> |
| <p>Shared Reading 12 min</p> | <p>Highlight the target spelling pattern. <i>In our song today you'll notice some words with bonus letters, a spelling rule we are learning about in Foundations. When an s, f, or l is on the end of a word, we double those letters! See if you notice bonus letters in our song.</i></p> <p>Model singing the first two lines to the tune of "Mary Had a Little Lamb," scooping phrases with a pointer.</p> <p>Invite children to chorally sing the remainder of the song, slowing down the pointer to allow children to decode words such as "toss," "ball," "tell," and "mess."</p> <p>Connect the song to unit content. <i>What's does this song have to do with the idea of a community?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with bonus letters?</i></p> <p>Mark the target spelling pattern with yellow marker or highlighter tape or mark with a star as taught in the Foundations bonus letters marking routine.</p> <p><i>What high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class chorally sings.</p> |
| <p>Closing 1 min</p> | <p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p> |

| | |
|---------------------------|--|
| Standards | <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p> |
| Ongoing Assessment | <p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do they identify “bonus letters” (double final consonants)?</p> <p>Do they blend phonemes?</p> <p>Do they segment phonemes?</p> <p>Listen to children echo and chorally read.</p> <p>Do they read with appropriate phrasing and expression?</p> |
| Daily Practice | <p>To reinforce fluency with this text, find five minutes each day for choral, or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with bonus letters. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc, or ccvc words by changing the initial, final, or middle sounds. |

Notes



Name _____

Friends Together

Will you be a friend with me, friend with me, friend with me?
Will you be a friend with me and have some fun together?

Will you be a friend with me and toss a ball together?
Will you be a friend with me and make some art together?

Will you be a friend with me and make a mess together?
Will you be a friend with me and tell some jokes together?

Will you be a friend with me, friend with me, friend with me?
Will you be a friend with me and have some fun together?

Wanda's Roses Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are some ways that people helped Wanda?

Wanda's Roses

Question 2

What would have happened if Wanda's community had not helped her to grow the roses?

Wanda's Roses

Talk, Draw, Talk Week 8



http://archive.boston.com/news/globe/magazine/articles/2005/09/18/dot_dot_dot/



http://archive.boston.com/news/globe/magazine/articles/2005/09/18/dot_dot_dot/

Listening & Speaking W8

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

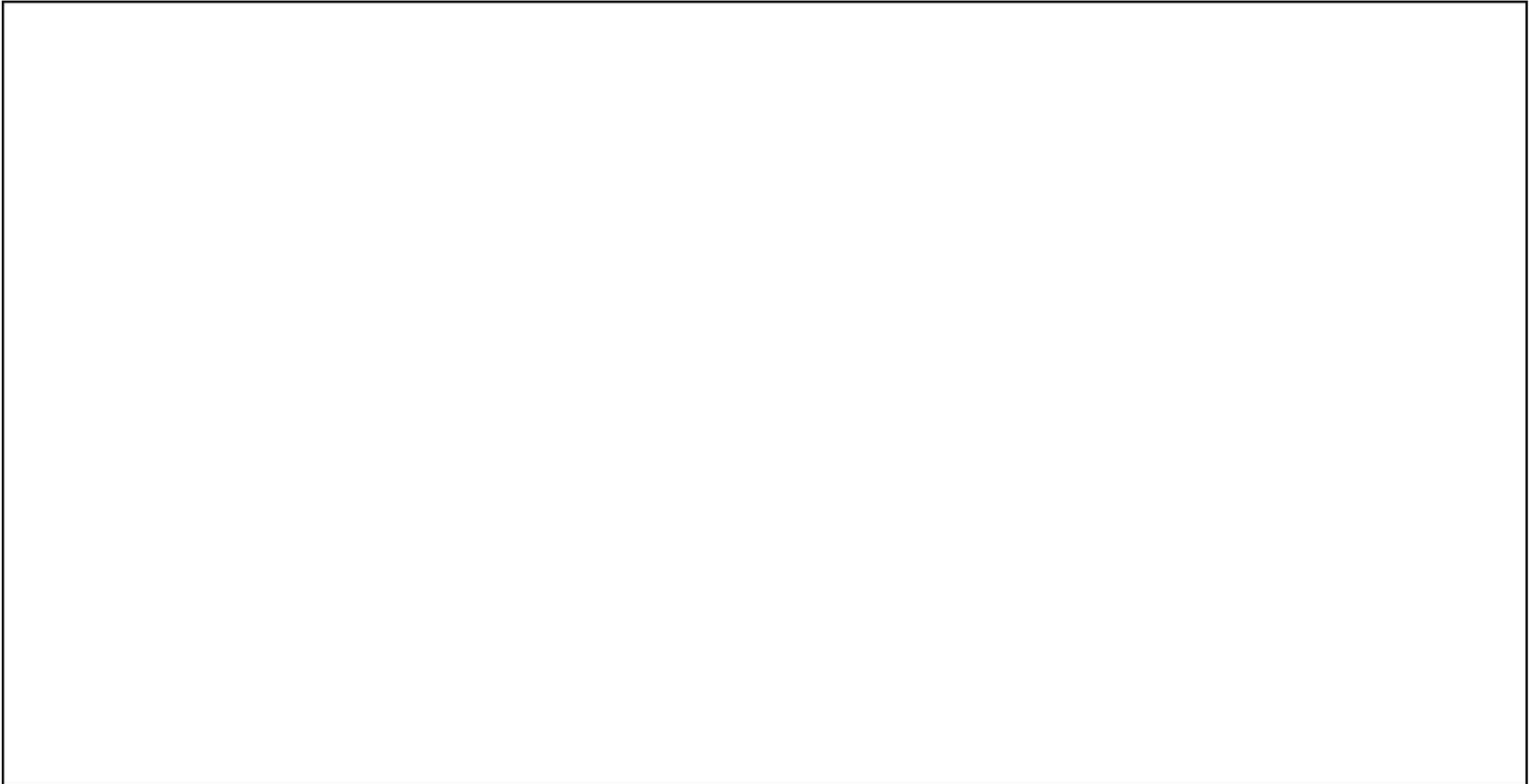
Name: _____

Talk Draw Talk

Look carefully at the image. Zoom in on one person.

Draw a picture of two things that person might want in her or his community.

Talk with your partner about your drawing.

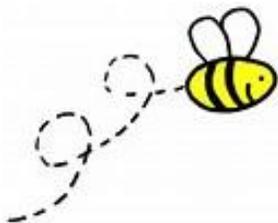
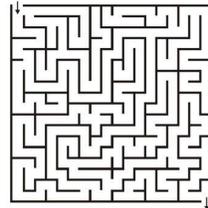


| | |
|--|--|
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |
| Draw and write about an experience with a storm. | Date _____ Weather _____ Temperature _____ |

Bonus Letter Word Sort

| bonus letter | no bonus letter |
|--------------|------------------------|
| | |

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.



Name: _____

Bonus Letter Word Sort

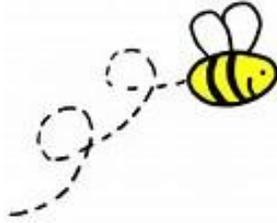
| bonus letter | no bonus letter |
|--------------|------------------------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
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| _____ | _____ |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |
| _____ | _____ |
| ----- | ----- |

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Word Bank



dress



buzz



leaf



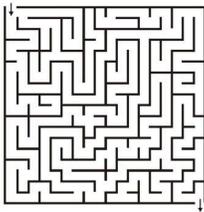
gas



mail



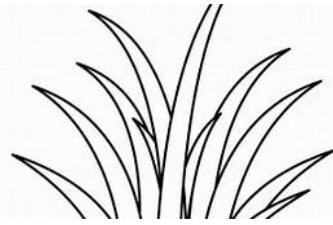
shell



maze



cuff



grass



yell



pail



bus

Sentences

sentence 1

today

is

my

birthday

sentence 2

watch

out

sentence 3

kiki

said

wait

for

me

Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Name: _____

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

2.

3.

Trick Word Memory

he

they

your

she

you

she

that

they

for

he

me

for

me

that

your

you

Skills: Recognize and read grade-appropriate irregularly spelled words.

Unit 1: Building Strong Communities

WEEK 8 Lesson 1

Science and Engineering

Observing the Sky: What happens during a storm?

| | |
|-----------------------------------|--|
| S & E Big Idea | Weather affects people. |
| S & E Guiding Question | How does the weather affect people? |
| Content Objective | I can describe how a picture (or frame of a video) connects to what I am learning in science and engineering. (1-ESS1-2, Practice 8) |
| Language Objective | I can use unit vocabulary to describe what happens during a storm. (SL.3.1.a, L.6.1) |
| Vocabulary | time-lapse: a way of filming something using many photographs taken over a long period of time, shown quickly storm: a weather condition with heavy rain or snow and strong winds and sometimes thunder or lightning severe: intense |
| Materials and Preparation | <ul style="list-style-type: none">● demonstration thermometer, set to 85 degrees● Timelapse: Intense storm makes Boston disappear video (1:29) (https://www.youtube.com/watch?v=1gnhcupdp1s&feature=youtu.be)● projector and screen |
| Opening 2 minutes | <i>Today we're going to watch another video, of a different storm. This one happened in 2015 (___ years ago). It's also a time-lapse video.</i> |
| Text 10 minutes | Show the video through without stopping. <i>Now we'll watch it again, stopping in a few places to talk about what we find.</i> With each stop, facilitate a brief VTS conversation, asking the questions, <i>What's going on here?</i> <i>What makes you say that?</i> |

Science and Engineering U1 W8 L1

Adapted with permission for Maine Public Schools

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

| | |
|---------------------------------------|---|
| | <p><i>What more can we find?</i></p> <p>Suggested stopping points: 0:17 lightning strikes 0:50 clouds come in 1:03 raindrops on the screen 1:15 everything is covered</p> |
| <p>Game 10 minutes</p> | <p>Invite children to sit around the perimeter of the meeting space. Make sure that children have plenty of space to move around without too much bumping.</p> <p>Repeat the game from the previous lesson. To begin, set the scene of a thunderstorm.</p> <p><i>Before we pretend to go out, let's take a look out the window to see what's happening. It's nice now and I can see clouds off in the distance.</i></p> <p><i>Let's check the thermometer. It's pretty warm, 85 degrees. We don't need to put any extra clothes on. Ready to go outside?</i></p> <p>Mime opening the door (or ask a couple of children to act as the doorway) and invite children to go through it.</p> <p><i>Oh! Are those clouds getting closer? I think it's starting to rain. (Gasp!) Did you hear that thunder! What do we need to do? Is it safe to stay out here? Quick! Everyone get back inside where you will be safe and dry!</i></p> <p>Give a signal to bring the children back "inside."</p> <p>Suggest or have a child suggest another weather condition to act out, such as rain showers, a tornado, warm and sunny.</p> <p>For each scenario, adjust the model thermometer to offer evidence for the particular weather condition. Intentionally use weather-specific vocabulary children have been exploring.</p> |
| <p>Closing</p> | <p><i>We've been talking a lot about storms. For some people, storms are exciting. For other people, storms can be scary.</i></p> <p><i>There are certain things people do to stay safe in severe weather conditions. In a thunderstorm like the one we acted out today, it's a good idea to get inside. When there's a blizzard, it's hard to see and roads get very slippery. And if there's a tornado or hurricane, we need to get to an inside space, away from windows.</i></p> |
| <p>Standards and Practices</p> | <p>SE-ESS.1 Make observations at different times of the year to relate the amount of daylight to the time of year. (Further explanation: Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall. Planning and Carrying out</p> |

| | |
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| | <p>Investigations, Earth and the Solar System, Patterns) Clarification Statement: • Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.</p> <p>Practice 8. Obtaining, evaluating and communicating information</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> |
| Ongoing assessment | <p>The focus of this lesson is allowing students to communicate and make sense of the language they have been using during this unit. Assess students ability to use vocabulary and recognize the relative temperature.</p> |

Notes

Unit 1: Building Strong Communities

WEEK 8 Lesson 2

Science and Engineering
Emergency Preparedness

| | |
|-----------------------------------|--|
| S & E Big Idea | There are many ways to preparing for various kinds of weather. |
| S & E Guiding Question | How can people be prepared for different kinds of weather? |
| Language Objective | I can use unit vocabulary to describe how to prepare for an emergency. (SL.3.1.a, L.6.1) |
| Vocabulary | emergency preparedness: steps people take to prepare for severe weather conditions |
| Materials and Preparation | <ul style="list-style-type: none">• <i>Prepare with Pedro: Disaster Preparedness Activity Book</i>, 1 copy per child per group <p><i>Prepare with Pedro</i> includes three sections: Hurricane, Extreme Cold, and Thunderstorms. Divide the children into three groups and assign a section. Each group will read and complete their assigned section.</p> |
| Opening 2 minutes | <p><i>Today we will learn about emergency preparedness. When severe weather comes our way, it is important to be prepared. There are groups in our State and country that study how people can stay safe during dangerous weather. Meteorologists help these groups learn about weather and how to be safe.</i></p> |
| Instruction 5 minutes | As a whole group, read page 2 from <i>Prepare with Pedro</i> . |
| Activity 15 minutes | Explain the three groups. Have each group complete their assigned parts. Review their work as a whole group and probe the children about their understanding. |
| Closing | <p><i>There are certain things people do to stay safe in severe weather conditions. What have you learned about being prepared during</i></p> |

| | |
|--------------------------------|---|
| | <p><i>severe weather conditions today?</i></p> <p><i>In Studios this week, you will use the information you learned to teach others about being prepared for severe weather.</i></p> |
| Standards and Practices | <p>SE-ESS.1 Make observations at different times of the year to relate the amount of daylight to the time of year. (Further explanation: Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall. Planning and Carrying out Investigations, Earth and the Solar System, Patterns) Clarification Statement: • Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.</p> <p>Practice 8. Obtaining, evaluating and communicating information</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> |
| Ongoing assessment | <p>The focus of this lesson is allowing students to communicate and make sense of the language they have been using during this unit. Assess students ability to use vocabulary and recognize the relative temperature.</p> |

Notes

PREPARE WITH PEDRO

DISASTER PREPAREDNESS ACTIVITY BOOK



FEMA P-2005 / June 2018

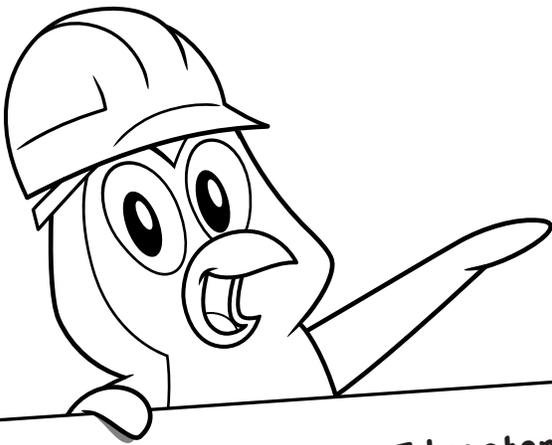


American
Red Cross

Prepare with Pedro: Disaster Preparedness Activity Book is a publication created by the Federal Emergency Management Agency's Individual and Community Preparedness Division and Region V office in partnership with the American Red Cross.

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The *Prepare with Pedro Activity Book* is available for free from FEMA.
Call 1-800-480-2520 and ask for publication number P-2005.
It is also available as a free download online at www.ready.gov/youth-preparedness.



Dear Parent, Guardian, or Educator:

This activity book is designed to teach young children and their families about how to stay safe during disasters and emergencies.

Disasters can be scary for kids, but children are much better at adapting to situations when they know what to expect. Work with children through this activity book to help them understand the concepts and safety messages discussed.

The below definitions will provide a foundation for understanding the safety messages provided.

HAZARDS: Hazards are the events that may lead to emergencies and disasters. A hazard is a source of danger, like a flood.

EMERGENCY: An emergency is a time when something serious happens and immediate help is needed.

DISASTER: A disaster is an emergency that causes great harm to people or an area.

PREPARE: Prepare means to get ready. You get ready for things all the time — like when you put on a jacket and grab an umbrella to get ready for a rainy day. There are lots of things you can do to “PREPARE” for emergencies and disasters, like learning what to do if one happens, making a plan with your family, or putting supplies in an emergency kit.

SAFE PLACE: A safe place is somewhere you can go to be safe from things that could harm you. What is considered a safe place will vary depending upon the emergency or disaster.

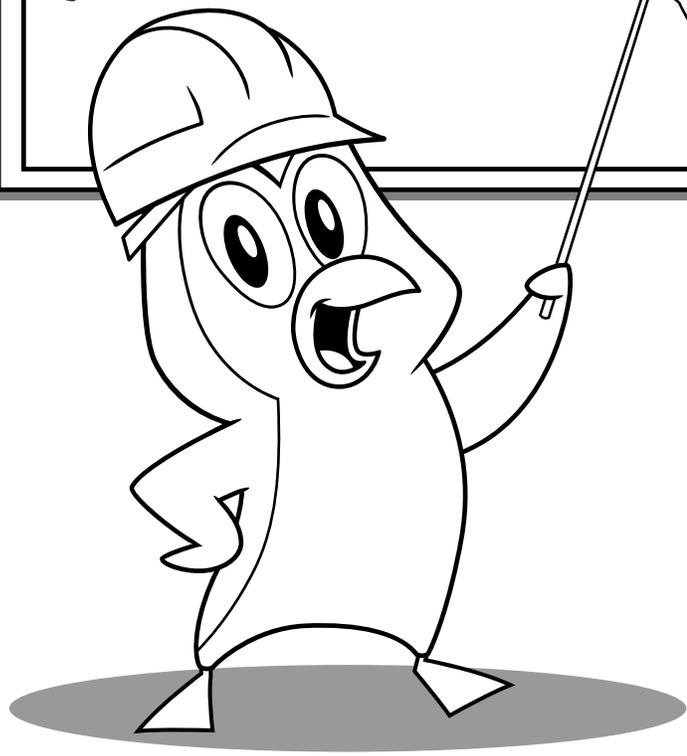
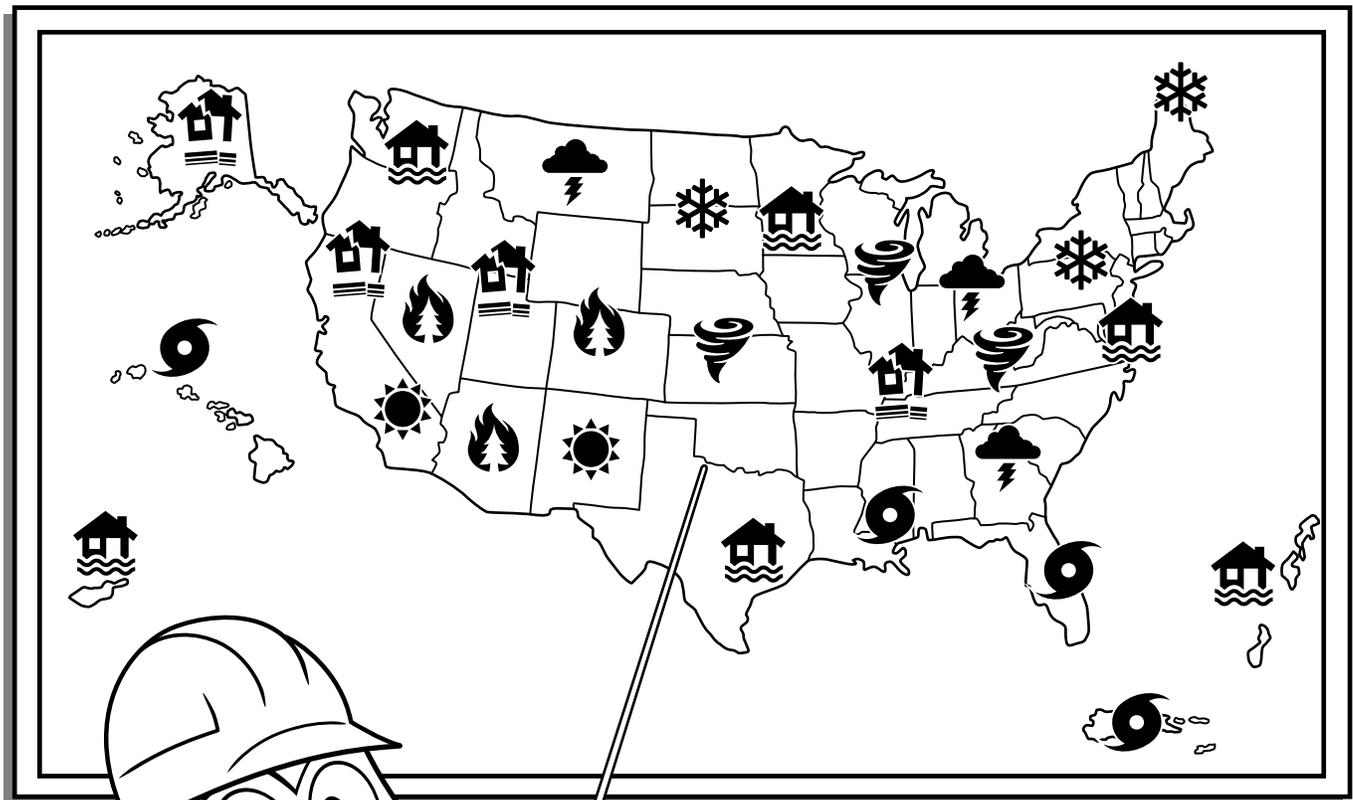
While working through this activity book with your child, use page 11 to create a family communication plan to ensure that your family is ready for any emergency or disaster. Developing and practicing a plan are key steps to helping both adults and children remember what to do to stay safe.

Learn more at www.ready.gov and at www.redcross.org.

Sincerely,
Your friends at the Federal Emergency Management Agency (FEMA)
and the American Red Cross

Hi! I'm Pedro the Penguin, and I am traveling around the United States to visit my friends and learn how they prepare. I'd like you to come.

Emergencies and disasters can happen anywhere, but there are ways to help you stay safe. Follow along, and we can learn together!



Hazard Key

| | | | |
|--|---|---|---|
|  |  |  |  |
| Extremely Cold | Earthquake | Flood | Wildfire |
|  |  |  |  |
| Thunderstorm | Extremely Heat | Tornado | Hurricane |

*This map is not reflective of all hazards across the United States

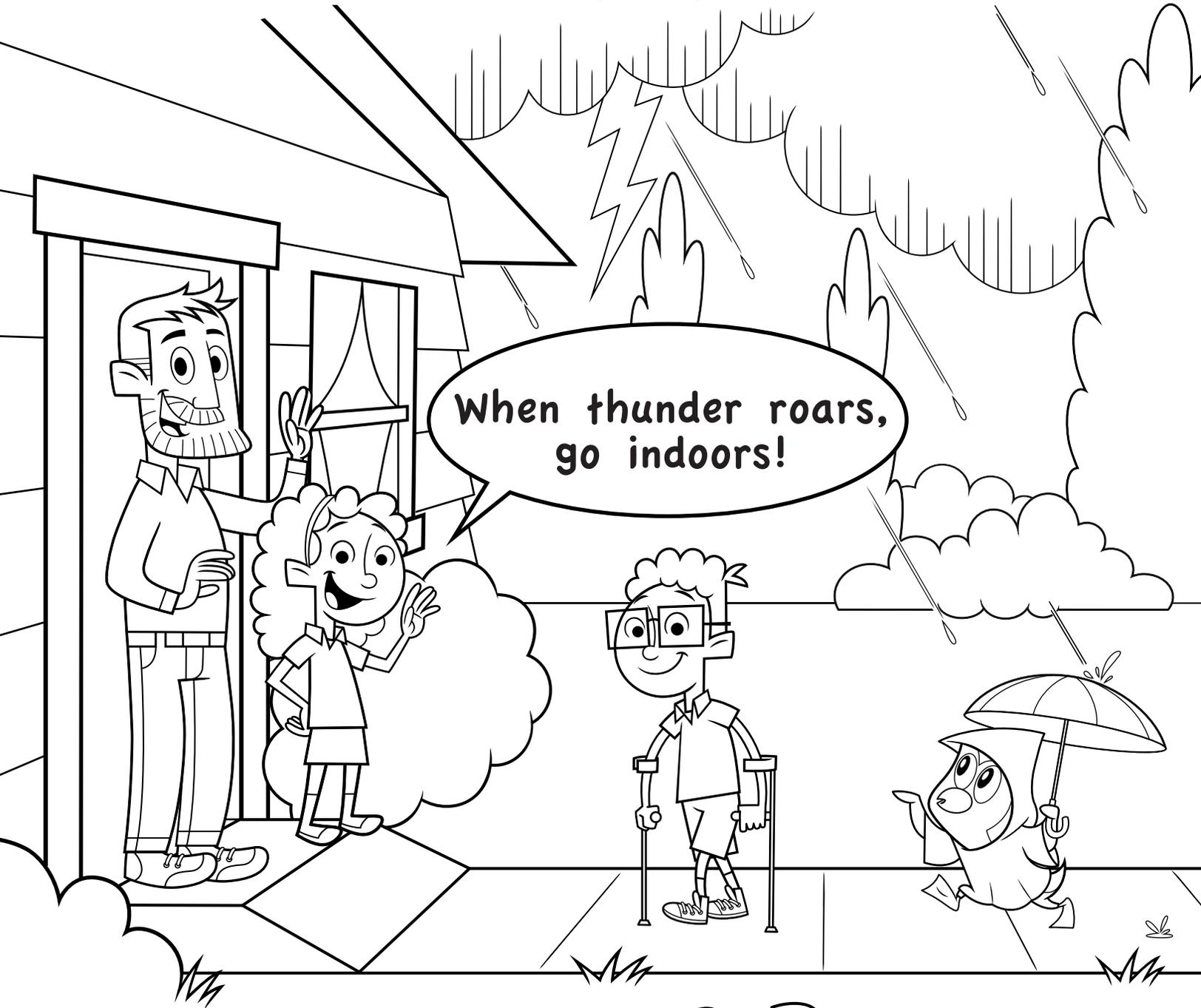


THUNDERSTORM

Thunderstorms bring lots of rain.

They also bring thunder, lightning, wind, and hail.

It's not safe to be outside when lightning is near. If you hear thunder, then that means that lightning is close. Get indoors fast.

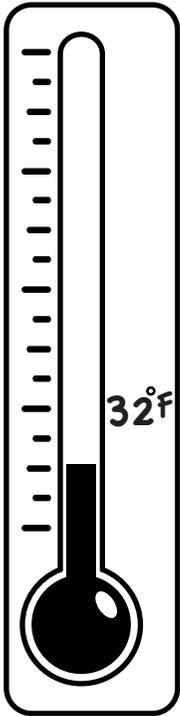


Remember, when thunder **ROARS**, go indoors.



EXTREME COLD

Temperature tells you how hot or cold the air is. During winter, the air outside can get very cold.



I love the snow!

Me too! But before we go outside, we prepare by putting on warm clothes. We go inside when it starts to feel too cold.



Remember, tell an adult if you feel

COLD or numb while playing outside.



Electricity is what powers the lights and makes the heat stay on at home. Sometimes, the electricity may go out. When this happens, you can use an emergency supply kit to help stay safe.

Mia and her family are showing Pedro how to make a kit to be prepared. What should they put in the kit?

Draw a line to match the name of the supply to its picture.



First Aid Kit/
Medicine



Pet Supplies



Blankets



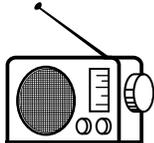
Food



Radio



Water



Flashlight & Batteries

You can make your own emergency supply kit at home! Ask an adult to help you. Having a kit nearby can help you stay safe in many different kinds of emergencies.



HURRICANE

A hurricane is a big storm that forms over the ocean. It has a spiral shape and can travel a long way before it reaches land.



A hurricane can cause a lot of damage with strong winds and heavy rain when it hits land. The ocean water can rise with large waves that flood the coast.



Most of the time, we know when a hurricane is coming before it hits land. We stay informed, gather our supplies, and prepare our home. We may stay home or we may have to evacuate.



Sometimes it is safe to stay at home during the storm, but you must be prepared. During the storm, stay in a safe room with no windows. Bring your pets and emergency supply kit in the room with you.

Can you find the emergency supplies hidden in this picture?



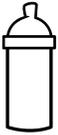
Flashlight



Batteries



Food



Bottle



Pet Supplies



Radio



Diapers



Water



Blanket



Hey Pedro, let me show you what items we need for the storm!

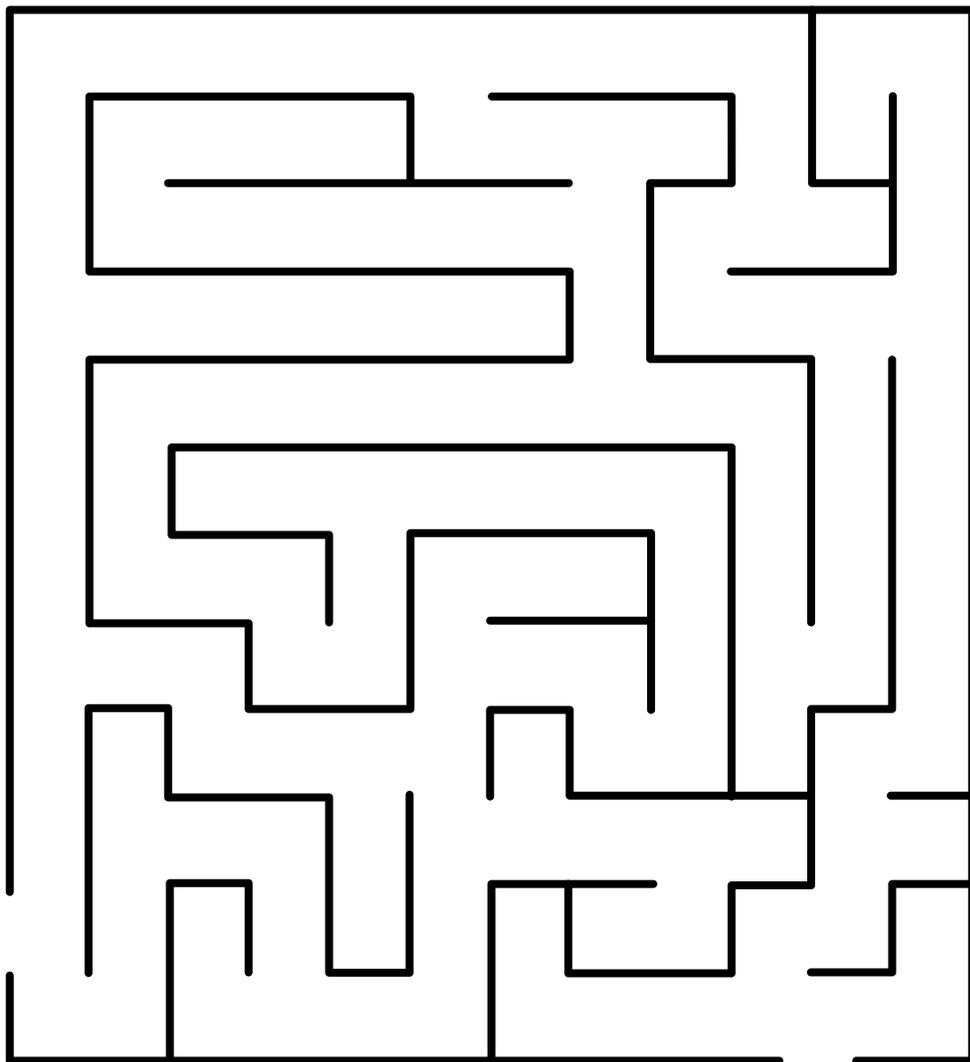
Some areas will not be safe during a hurricane. You may be told that it is safer to leave your home and travel to a safe place.

This is called **EVACUATING**

A safe place is away from the wind and flood waters. It can be a hurricane shelter, a hotel, or even the home of a family member or friend.

If you are told to evacuate, you must do this right away. Waiting to leave can be unsafe.

We found a place to go. We practice how to get there every year.



Now it's Pedro's turn. Help Pedro get to safety!



SAFE PLACE

Certificate of Completion

awarded to

**for learning lots of ways to be prepared
for emergencies and disasters.**



FEMA



**American
Red Cross**



WEEK 8 Studios



What is a community?

Children add to, revise, and refine their projects with an emphasis on finalizing and preparing projects for presentation to the selected audience. In the Art Studio, children may make posters illustrating one or more of the Classroom Agreements.

Studios time is combined with Text Talk and Writing on Day 5 for celebration and presentation of the work from the unit.

Use the sheets to make notes according to and in support of work children are pursuing.

| | |
|---|--|
| <p>Big Idea</p> | <p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| <p>Materials and Preparation</p> | <ul style="list-style-type: none"> ● Studios bins, replenished as needed from Week 7 ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● large paper ● pencils ● paint ● brushes ● crayons and/or colored pencils |
| <p>Opening</p> | <p><i>These are our last few days to work on our book access projects. When you get together with your group, begin by checking in on your work so far and deciding what you need to do to finish</i></p> |

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| | <p><i>your project and get it ready for our celebration. Don't forget to think about what will happen with your project in different kinds of weather conditions.</i></p> <p><i>If you have finished your project work and would like to make a poster about one or more of our Classroom Agreements, paint and drawing tools are available.</i></p> <p>Dismiss children in small groups to continue established project work.</p> |
| Facilitation | <p>Encourage children to consider any feedback they have received from classmates and adults.</p> <p>Facilitate cross-pollination of ideas by suggesting that groups take a break to look at each other's work, ask questions, and be inspired by their classmates' efforts.</p> <p>Support children if they struggle to come to group consensus about next steps.</p> <p>Refer children to the studio prompts to focus their work as they wrap up their projects and plan for presentation.</p> <p>If children make posters of Classroom Agreements, help children read, choose, and think carefully about an agreement before sketching and then painting or drawing the poster. Encourage children to work collaboratively.</p> |
| Closing Studios | <p>Help children bring their projects to completion and prepare for presentation. Each project might have descriptive signs or other related writing, a visual display, and/or a rehearsed presentation.</p> |

Art



Project(s): Classroom Agreement Posters

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support needed for completion

Ongoing Assessment

| | |
|--|--------------------|
| <p>Building</p>  | <p>Project(s):</p> |
| <p>Current state of the project</p> | |
| <p>Questions to prompt further work</p> | |
| <p>Opportunities for collaboration</p> | |
| <p>Practical support: resources & materials</p> | |
| <p>Overall project support needed for completion</p> | |
| <p>Ongoing Assessment</p> | |

Drama



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support needed for completion

Ongoing Assessment

| | |
|---|---------------------------|
| <p>Library</p>  | <p>Project(s):</p> |
| <p>Current state of the project</p> | |
| <p>Questions to prompt further work</p> | |
| <p>Opportunities for collaboration</p> | |
| <p>Practical support: resources & materials</p> | |
| <p>Overall project support needed for completion</p> | |
| <p>Ongoing Assessment</p> | |

Science and Engineering



Producing a TV weather report

Continues from previous week

Objective:

I can report the weather using accurate weather vocabulary words.

Notes:

Writing and Drawing



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support needed for completion

Ongoing Assessment

Art Studio

What do we need to finish?

What do we want our audience to think about from our project?

Building Studio

What do we need to finish?

What do we want our audience to think about from our project?

Drama Studio

What do we need to finish?

What do we want our audience to think about from our project?

Library Studio

What do we need to finish?

What do we want our audience to think about from our project?

Science and Engineering Studio

How can we show the weather conditions?

What does our audience need to know?

Writing and Drawing Studio

What do we need to finish?

What do we want our audience to think about from our project?

WEEK 8 Day 1

Writing Personal Recount

Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children’s individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of personal recount: to document a sequence of events and to entertain.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.1.a, W.3.1.b, W.2.1.b) |
| Language Objectives | I can discuss with a partner or small group how my writing should be revised. (SL.1.1.a) I can revise my personal recount to include a variety of verbs and phrases of time. (W.2.1.b, W.2.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) |
| Vocabulary | personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work |
| Materials and Preparation | These materials will be used during Days 2-3 this week. <ul style="list-style-type: none"> ● Personal Recount Observation Tools Before the lesson, review the children’s Personal Recount Observation Tools and Personal Recount Feedback sheets, along |

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| | <p>with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 2 and two to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including personal recounts ● additional paper, for adding missing events ● personal recount mentor texts: <i>Mango, Abuela, and Me</i>, jointly constructed personal recount ● Personal Recount anchor chart, from Week 5, Day 2 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4 ● Personal Recount anchor chart, from Week 5, Day 2 ● Personal Recount Verbs chart, from Week 7, Day 1 ● Phrases of Time chart, from Week 7, Day 4 <p>For Publishing:</p> <ul style="list-style-type: none"> ● a variety of paper, copies as needed for publishing Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised. ● system for keeping track of work shared Choose one child who would like to share a personal recount, preferably a child who has not yet shared his work. |
| <p>Opening 1 minute</p> | <p><i>We have learned a lot about personal recounts, we wrote a personal recount together as a class, and you wrote your own personal recounts! This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your personal recount even better.</i></p> <p><i>If you need to add a new event to your personal recount, get a new sheet of paper to write that part.</i></p> |
| <p>Individual Construction 24 minutes,</p> | <p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish personal recounts, by</p> |

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| <p>concurrent with Small Group instruction</p> | <p>copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 3 children will assemble all of the parts of their personal recounts into books.</p> |
| <p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p> | <p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of personal recount taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u> Revisit the lesson from Week 5, Day 4. Review the <i>Mango, Abuela, and Me</i> chart. Remind children of the parts of an orientation and guide them to add any parts they are missing.</p> <p><u>Sequence of Events and Development of Events</u> Revisit the lessons from Week 5, Day 5 and Week 6, Day 1. Guide children to ensure that they have included all major events in their personal recounts. Have them identify events in their own writing that need further development and ask <i>What can we add here? What else happened?</i></p> <p><u>Conclusion</u> Review the lesson from Week 6, Day 2. Refer to the Personal Recount anchor chart and discuss with children the types of conclusions in personal recounts. Emphasize that personal recounts do not begin with the storyteller waking up and end with him/her going to bed. Assist children in choosing and crafting the most appropriate conclusions for their personal recounts.</p> <p><u>Verbs</u> Review the lesson from Week 7, Day 1. Have children underline the verbs in their writing. In the small group, refer to the Personal Recount Verbs charts to get ideas for using a variety of verbs that relate to the topic. Replace repetitive, non-specific verbs with verbs that are more descriptive and specific.</p> <p><u>Phrases of Time</u> Review the lesson from Week 7, Day 4. Refer to the Phrases of Time chart. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote “I read the book all by myself,” could rewrite this sentence to say “After I read the book with my Grandmother, I read it all by myself.”</p> |

| | |
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| <p>Closing 5 minutes</p> | <p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p> |
| <p>Standards</p> | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> |
| <p>Ongoing assessment</p> | <p>Note children’s participation in and understanding of the content of each small group.</p> |

Notes

Unit 1: Building Strong Communities

WEEK 8 Day 2

Writing Personal Recount

Revising and Publishing

continued from Day 1

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|---|---|
| Content Objective | I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.1.a, W.3.1.b, W.2.1.b) |
| Language Objectives | I can discuss with a partner or small group how my writing should be revised. (SL.1.1.a) I can revise my personal recount to include a variety of verbs and phrases of time. (W.2.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) |
| Vocabulary | revise: make changes to writing publish: to prepare writing for an audience personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain audience: an individual or group for whom a piece of writing is composed |
| Materials and Preparation | See materials from Day 1 |
| Opening 1 minute | <i>Today you will continue revising and publishing your personal recounts to get them ready for your audience.</i> |
| Individual Construction and Small Groups 24 minutes | As children work independently, meet with small groups, as described in Day 1. |
| Closing 5 minutes | Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers. |
| Standards | W.3.1.b Use a combination of drawing and writing to communicate a topic with details. |

Writing U1 W8 D2

| | |
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| | <p>W.2.1.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> |
| Ongoing assessment | Note children’s participation in and understanding of the content of each small group. |

Notes

WEEK 8 Day 3

Writing Personal Recount
Publishing

| | |
|----------------------------------|---|
| Content Objective | I can prepare my personal recount for an audience. (W.3.1.b, Writing Standard W.2) |
| Language Objective | I can discuss my plans for publishing with a partner. (SL.1.1.a) |
| Vocabulary | publish: to prepare writing for an audience personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain title: the name of a piece of writing |
| Materials and Preparation | <ul style="list-style-type: none">● children’s writing folders, including personal recounts● writing tools● a variety of paper, copies as needed for publishing Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.● blank paper, for the back cover and for assembling books (if children need to cut and paste parts of their procedures)● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)● glue sticks● scissors |
| Opening 5 minutes | <p><i>Today you will finish publishing your personal recount to get it ready to share with your classmates! First you will look over all of your pages. If there are any illustrations or words that you revised and need to copy onto new sheets of paper, do that first.</i></p> <p><i>After all of your pages are complete, put them in order. Then add the sheet with your title for a front cover, and a new blank sheet of</i></p> |

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| | <p><i>paper for a back cover to make a book! I will help you attach the pages together.</i></p> <p><i>After your book is assembled, on the front cover, add your name and an illustration that shows what your personal recount is about.</i></p> <p><i>Think about your personal recount. What steps do you need to take to publish it? Think, Pair, Share.</i></p> |
| <p>Individual Construction 24 minutes</p> | <p>Send the children with writing folders and publishing materials.</p> <p>As children work, circulate to assist them with publishing.</p> |
| <p>Closing 1 minute</p> | <p><i>You have worked so hard on your personal recounts. It will be so exciting to share them as part of our Book Access Project!</i></p> |
| <p>Standards</p> | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Writing Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> |
| <p>Ongoing assessment</p> | <p>Review children’s published work for clarity.</p> |

Notes

Writing U1 W8 D3

WEEK 8 Day 4

Writing Personal Recount
Post-Assessment

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| Content Objective | I can draw and write a true story from my life. (W.3.1.b) |
| Language Objective | I can recount a true story from my life to my partner. (SL.1.1.a) |
| Materials and Preparation | <ul style="list-style-type: none">● Personal Recount Post-Assessment sheet, three copies for each child, plus a few extra copies● writing tools● Personal Recount Rubric, one copy for each child |
| Opening 5 minutes | <p><i>You have learned so much about personal recount! Today I want to find out more about what you learned, so you will do some writing by yourself.</i></p> <p>Show the Personal Recount Post-Assessment sheet.</p> <p><i>Just like you did at the beginning of the unit, you will write a true story from your life. It could be something you did with your family, or something you did at school.</i></p> <p><i>Turn and talk. Tell your partner a true story from your life.</i></p> |
| Individual Construction 24 minutes | Send the children with writing tools and Post-Assessment sheets. |
| Closing 1 minute | <p><i>It's so helpful for me to read your writing and to see what you learned!</i></p> |
| Standards | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> |

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| Ongoing assessment | Use the Personal Recount Rubric to score each child's work. |
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Notes

Personal Recount Post-Assessment

Name: _____ Date: _____

Write a true story from your life.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times down the page.

Grade 1 Personal Recount Rubric

Child's Name: _____

| Purpose (W.3.1.b) | Not Observed | 1 | 2 | 3 | 4 |
|--|--------------|--|--|---|--|
| to document a sequence of events; to entertain | | Reflects a different purpose than required by the task. | Purposes are mixed. | Mostly accurate but one or more sentences deviate from purpose. | Accurate purpose and all sentences support the genre purpose. |
| Structure (W.3.1.b) | Not Observed | 1 | 2 | 3 | 4 |
| Orientation: introduces who the story is about, where and when it happened, and what happened | | Attempts to Introduce the story, but most elements are missing or unclear. | Attempts to Introduce the story, but elements are missing or unclear. | Introduces who the story is about and when and where it happened. | Introduces who the story is about, where and when it happened, and what happened. |
| Sequence of Events: includes all events documented in sequence; includes major and sub-events | | Central event is vague or unclear. Does not include detail. May be very brief. | Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events. | Recounts two or more sequenced events. Includes some development of events. | Recounts and develops three or more sequenced events. |
| Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a | | Ends abruptly. | Conclusion is vague or confusing. | Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. | Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying |

Writing U1 W8 D4

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| feeling | | | | | ending. |
| Language | Not Observed | 1 | 2 | 3 | 4 |
| Verbs: uses a variety of verbs to develop the topic and characters (L.1.1.d) | | Verbs are written in different tenses. The same verbs are repeated throughout. | Most verbs are written in the past tense and related to the topic. | Includes past tense verbs related to the topic. | Includes a variety of past tense verbs related to the topic. Verbs help to develop characters. |
| Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next”) (L.1.1.e) | | Lack of temporal words and phrases causes confusion. | Minimal or no use of temporal words and phrases to signal event order. | Introduces most new events using phrases of time. | Introduces all new events using phrases of time. |
| Conventions | Not Observed | 1 | 2 | 3 | 4 |
| Sentence Complexity (L.1.1.i) | | Errors in usage are frequent; sentences are often difficult to understand. | Writes in clear simple sentences and phrases. | Writes in complete simple and compound sentences. | Uses a variety of simple and compound sentences. |
| Capitalization (L.2.1.a) | | Minimal or incorrect use of upper case letters. | Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates. | No errors in capitalization. |
| Punctuation (L.2.1.b) | | Errors in end punctuation are frequent, making the | Inconsistently uses end punctuation. | Correctly uses end punctuation. | Correctly uses commas and/or apostrophes in addition to end |

Writing U1 W8 D4

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| | | piece difficult to read. | | | punctuation. |
| Spelling (L.2.1.d, L.2.1.e) | | Errors in spelling are severe and often obscure meaning. | Frequent errors in the spelling of grade-appropriate words. | Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically. | Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words. |

Notes



Writing U1 W8 D4

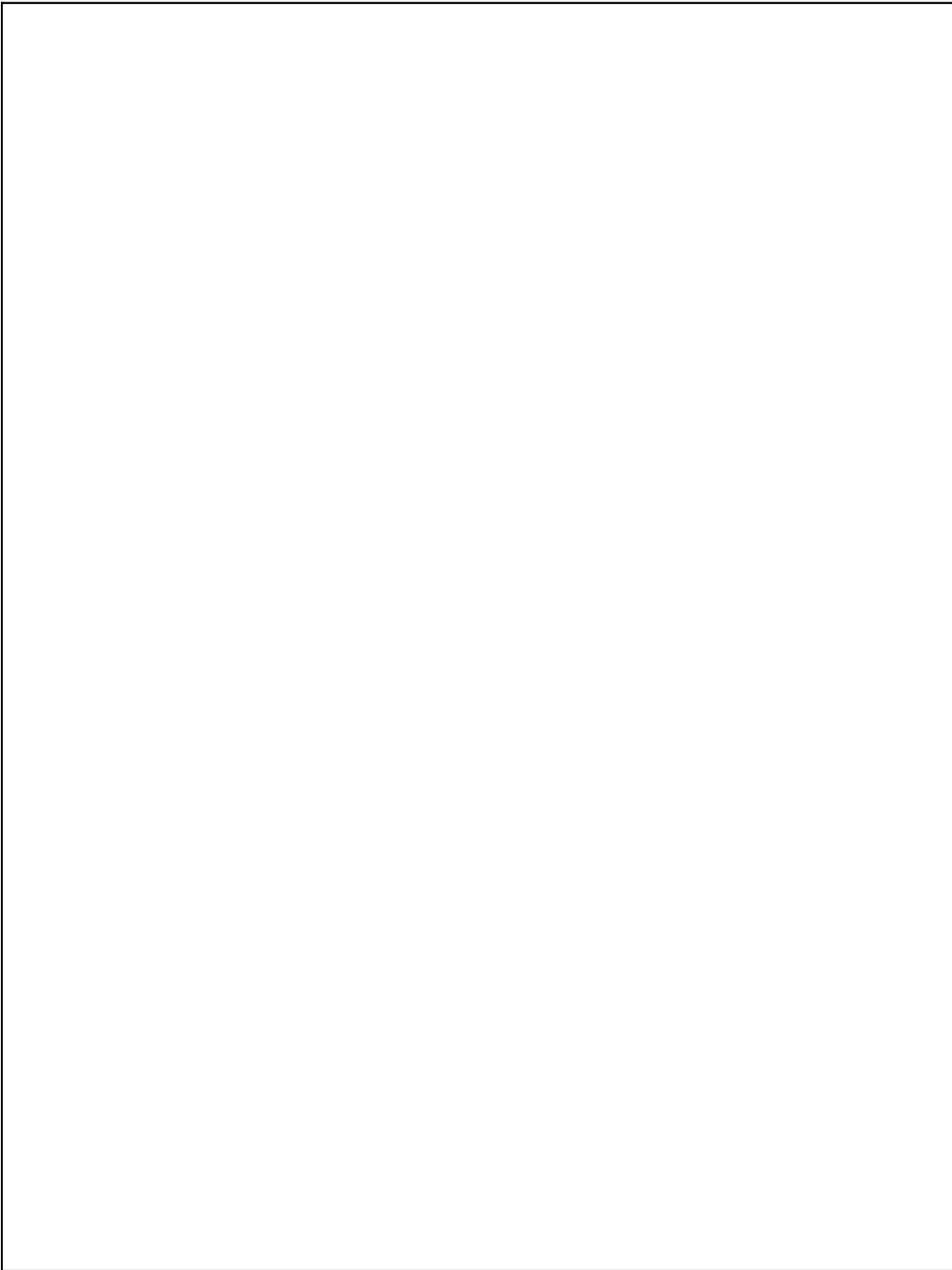
Unit 1: Building Strong Communities

WEEK 8 Day 5

Writing Personal Recount
Presentation and Celebration

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| Materials and Preparation | <ul style="list-style-type: none">• children’s published writing |
| Presentation and Celebration | Dedicate Writing time to presenting the class Book Access Project. |
| Ongoing assessment | Reflect and make notes about the unit. What did children come to understand about the purpose, structure, and language of personal recounts? What is still challenging? What do I still need to address with children this year? What might I do differently next year? |

Notes



Writing U1 W8 D5